***The State of Alabama Artistic Literacy Consortium***

***Creatively Innovating Alabama’s Future***

***WORKSHEET***

***for the SHARED EVALUATION MODEL***

***It’s About Improvement, not Proof***

INTRODUCTION

This section provides information about the purpose of the evaluation. Organizations and schools are encouraged to carefully determine what you hope to accomplish through the program and how will you determine success.

You will be asked to identify one or more of the shared goals of the Artistic Literacy Consortium in this evaluation. Whereas your program may have many goals, you are asked to focus this evaluation on a few goals and objectives that are MOST important to the program. The more experienced you become in collecting information about outcomes, the more goals and objectives you may wish to add to future models; but if you are new to evaluation, START SIMPLE! You should not attempt to measure everything.

You will also be asked to identify the participating stakeholders that are either already in place, or that you hope to involve. And you will determine how to involve these stakeholders in the design of your evaluation model.

First and foremost, the Shared Evaluation Model is a means of collecting information that may help organizations and schools learn about their own efforts and to learn from those of others. Although the information gathered may be useful to determine accountability, particularly for funders, the main objective is to learn. Participants should be willing to take risk and note that most funders understand that we learn as much from failure as we do from success.

Second, a strong evaluation model strengthens any funding proposal. And an honest appraisal of one’s outcomes will allow all of us to move forward in our mission to provide fully-funded high-quality arts education that enlightens, inspires, and develops in every Alabama student the creative and innovative thinking necessary to ensure college and career readiness.

For this worksheet, you will see the exact questions that are a part of the Shared Evaluation Model submission site at the [Shared Evaluation Model Site](https://universityofalabama.az1.qualtrics.com/SE/?SID=SV_3V5nXb95nf9fFC5)

For direct links to the Shared Evaluation Model website, the Evidence Submission website, or assistance for completing either, please visit the [Artistic Literacy Consortium Evaluation Support Site](http://alartliteracyconsortium.wikispaces.com/)

As you begin to read and complete the program evaluation model worksheet, please keep in mind the following:

Completing this worksheet first is highly recommended.

You may copy/paste into this worksheet and your responses on the worksheet can be copy/pasted to the website.

You may complete the information all at once, or a few questions at a time (Please save your work every time you work in this document.)

***(Oh and yes – you may also use this for your accountability report to the SDE)***

### Send any questions to Dr. Stacy Hughey Surman, PhD, The University of Alabama, College of Education, and Program Evaluator for the Artistic Literacy Consortium.

### email - [ssurman@ua.edu](mailto:ssurman@ua.edu) (replies in 48 hours during Business Week).

### phone - (205) 348-7729 (Messages returned Tuesday - Thursday only).

**EVALUATION VOCABULARY**

*Disclaimer: These definitions are not taken from any dictionary or system, but have been borrowed from others and developed by Diana Green and Andy Meadows, for use in supporting artists and educators on assessment and evaluation of the arts. The purpose of these definitions is to clarify and promote a system that will help provide quality arts learning in the State of Alabama, and also to provide a tool for communicating the value of arts learning for every student.*

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| Outcome: | A product. A result of an activity.  *For example*:  Desired Outcome might be “Pre-school children will experience joy as they create art.” |
| Indicator: | A sign that shows the existence of success. Identifying possible indicators of success is one of the most important steps toward successful planning and evaluation. Asking the questions: What do I want to accomplish? How will I know I have accomplished it? What will it look like? What will I see that will tell me how close I am to being successful? Examples might be number of students served, students holding artwork close to their bodies, amount of collaborative projects completed, etc.  *For example:*  For the outcome “Pre-school children will experience joy as they create art.” **Indicators** of joy may be holding the artwork tightly, showing it off to their friends and parents, asking to take it home, asking for repeat experiences, etc. |
| Documentation: | A collection of evidence used to illustrate progress toward one or more outcomes. Examples include, photos, video, samples of student work, portfolios, artist, parent, teacher, and/or administrator statements, tests, journals, new media articles, blogs, etc.  Multiple like **Documents** need to be summarized and disaggregated for results.  *For example:*  For the outcome “Pre-school children will experience joy as they create art.” For the Indicators of holding the artwork tightly, showing it off to their friends and parents, and asking to take it home; **Documentation** might be pictures of the children with their art, dictated statements from the children with the children explaining why they enjoy art, notes/emails from parents, a written statement from the teacher/administrator about the joy she see in the children, etc. |

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| Assessment: | | | Assessment is a measurement of something to determine the status quo. One might measure knowledge, skills, rubric scores from a portfolio review, graduation rates, number of students in discipline referral, understandings and beliefs about art experiences, number of parents attending PTA meetings, etc.  All measurements collected are *data*. Scientifically minded people use the word *data*, because it is used to accomplish research. Artists shy away from the words Assessment and *data* because they think it depersonalizes the work by reducing it, or limiting it to numbers that cannot communicate the “mystery” of the arts. However, artists are in a position to use *data* to their advantage by creatively designing an evaluation system that collects both qualitative and quantitative data to tell their stories in a way that everyone will see its value. | | | |
|  | ***Quantitative data*:** | | | | ***Quantitative Data*** is data that can be counted. Numbers are used to count the number of participants, assign grades (90% accurate), assign numeral based rubric score (student scores a 1 on the 4 point rubric scale), etc…  *For example:*  # of students able to use scissors to cut paper shapes accurately. Each of the children scoring a 3 or higher on the accuracy of cutting shapes rubric. | |
|  | ***Qualitative data*:** | | | | ***Qualitative Data*** is data that describes. It is written/spoken with words, not numbers. It is used to communicate and explain qualities and characteristics.  *For example:*  The written description for the rubric that define the levels of quality and accuracy of the shapes cut out while using the scissors. The verbal descriptions used to explain to students about the quality of their cutting and how to improve. | |
|  | ***Assessment Instruments:*** | | | | ***Assessment Instruments*** may include rubrics, checklists, tests, observations, peer and outside critique, class rolls, sign in sheets, audience surveys, etc.  The value of the Assessmentis controlled by the quality and variety of the ***assessment instruments*** used.  These may also become Documentation as long as they are recorded, clearly labeled, and connected to intend Outcomes. | |
|  |  | ***Diagnostic Assessment*:** | | | | ***Diagnostic Assessment*** is used to discover a starting point for an individual, group or effort (process).  *For example:* A quick warm up exercise where students are asked to hold the scissors and to cut along a series of lines. The instructor then uses the work to determine the depth and direction of the follow-up cutting with scissors lessons. |
|  |  | ***Formative Assessment*:** | | | | ***Formative Assessment*** is used to check progress toward specific objectives or goals.  *For example:* One or more exercises where students practice each of the cutting techniques that is learned. The instructor then uses the work to determine if the students have mastered needed scissor skills or if more practice is needed; and if more practice/ instructions, what would those lessons need to focus on. |
|  |  | ***Summative assessment*:** | | | | ***Summative assessment*** isused to determine end results or outcomes.  *For example:* A final project where the cutting skills are used to create a product that will be measured with a rubric to assess the overall quality and accuracy of the students’ ability to cut with scissors. |
| Evaluation: | | | | **Evaluation** is a determination of the “value” of the work accomplished. This includes a review of *Intended* Outcomes as they relate to *Actual*Outcomes (i.e. progress). It should also include a review of the process and activities used to acquire *Intended*Outcomesto determine the efficiency of methods used. A strong **Evaluation** will include a statement of progress, an identification of future potential and possible threats, and is an honest look at what worked and what did not, in order to learn how to improve efforts. Those working on **Evaluation** should remain open to the discovery of *unintended* Outcomes, both positive and negative. A happy surprise may develop into a new *intended* Outcome, in a revised plan. Unhappy surprises may indicate a need for a change in strategies used. The entire review is used to adjust future planning, and could even determine a change in focus and a change in *desired* Outcomes.  **Note: For Evaluation to be effective, Documentation AND Assessment must be included.** | | |

*For example:* If the intended outcome was for Preschool students to experience joy when creating arts, an unintended outcome may have been that to experience joys, these students wanted to learn how to use art materials and tools and were frustrated with their art when they could not, for example, cut with scissors. The next unintended outcome was that the children benefitted from learning to cut with scissors and those skills allowed the students to create projects that they were very proud of; thus feeling joy. By Evaluating the outcome at each stage and as each unintended outcome became known, the instructor was able to make what are called *informed decisions* that led to the teaching of skills, that was evaluated to determine that students had the skills needed, that in turn, allowed the students to be less frustrated and experience more joy when creating visual art. Evaluation took place throughout and documentation and assessment were present and show support for the decisions the instruction made.

**CREATING A SYSTEM FOR SHARED LEARNING**

**Planning**: An effective planning process might include (in order)

1. Creating desired outcomes
2. Identifying indicators of success
3. Conducting diagnostic assessments (pre-assessments) using these indicators to determine a starting point
4. Deciding on a realistic goal to reach by the end of an allotted time period
5. Designing a process that includes Strategies and activities you hope will achieve that realist goal.
6. Periodic checking of indicators to see if anything needs to shift or change during the time period allotted
7. Developing a practice of constantly collecting documentation that is accompanied by assessment instruments.
8. Follow up review of a compilation of all documentation and assessment, including a tracking of indicators.
9. Conducting evaluation that leads into the next planning cycle.
10. Using documentation and report from evaluation to advocate widely.

**For the Purpose of maintaining a record of your Evaluation Model, please provide the following information (**you will be asked for this information each time you visit the Evaluation Model Website**):**

**Name of Organization/Program:**

**Name(s) of those responsible for completing this form:**

**Contact Email Address**

**Contact Phone Number (with extension/mailbox number when needed)**

**STRATEGIC GOAL IDENTIFICATION**

Organizations and schools are encouraged to focus evaluation on what you want to learn in order to move forward. The shared goals of the ***Artistic Literacy Consortium*** are broad enough to encompass all efforts to move toward comprehensive arts education for Alabama students. But they are too broad to be used alone in a focused evaluation.

You may find it useful to read the Goal *and* subsequent questions *before* deciding whether or not you would choose that specific Goal.

Once you choose a **goal**, you must determine an **objective within that goal** that you may realistically meet within the time-frame of your planned evaluation.

Be prepared to determine and describe what specific evidence may be collected to show progress toward each objective you have selected.

**Goal 1. Build expectations for the arts to enhance economy, community, and quality of life.**

This goal refers to building public value for arts education that goes beyond entertainment. It is essential that we educate the public about creative communities, their economic value, and how they contribute to the quality of life.

1. **Do you plan to address this goal in your evaluation model?**

Yes No

**1.A) If yes, what objective(s) within this goal do you plan to evaluate?**

**(Circle one or more objectives below):**

* Target Messaging
* Strengthen Advocacy Efforts
* Develop Public Policy
* Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**1.B) For each of the objectives chosen above, describe what evidence will be collected to determine progress toward this goal. Evidence may be one of the sample indicators below or you may specify another form of evidence.**

**Sample indicators of success for this goal:**

* Increase in number and diversity of stakeholders participating in school activities
* Increased numbers of school personnel and stakeholders engaged in communicating the value of the arts.
* Increased media coverage.
* Increased funding, specialized personnel, and coursework in and for the arts.

**Enter your indicator below. Please provide a full description of what you expect to use as an indicator(s).**

**Goal 2. Provide both virtual and actual access and equity to quality arts learning for all students.**

Developing the capacity and quality for a comprehensive arts education program requires continuous exposure to diverse works of art for all students, coursework and projects that advance all students to literacy in at least one art form, and opportunities for all students to create, perform, produce and respond to work that is evaluated for excellence in the arts, while connecting to and exploring real world inquiries, issues and solutions. Also required is the provision of facilities, equipment, instruments, tools and expendable materials and supplies that are safe, of adequate quality, sufficient and appropriate for learning in the arts.

*Assumption: A quality comprehensive arts education program includes exposure to diverse and professional art works (including the fine and performing arts, media arts and creative writing), sequential and multi-year learning in at least one art form taught by arts educators with expertise in their field (in facilities appropriate and safe to the specific art form, and with sufficient expendable supplies and equipment to produce quality art) and opportunities to connect arts learning to other subjects and real world learning through student created projects and/or works of art, guided by personal mentors.*

1. **Do you plan to address this goal in your evaluation model?**

Yes No

**2.A) If yes, what objective(s) within this goal do you plan to evaluate?**

**(Circle one or more objectives below):**

* + Provide sequential, standards-based arts instruction by qualified arts educators
  + Train qualified non-arts educators in strategies for connecting standards-based curriculum in arts and other subjects
  + Train community arts organizations and teaching artists in effective collaborations that provide standards-based learning
  + Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2.B) For each of the objectives chosen above, describe what evidence will be collected to determine progress toward this goal. Evidence may be one of the sample indicators below or you may specify another form of evidence.**

**Sample indicators of success for this goal:**

* Increased amount of time all students spend in sequential arts learning
* Increased number of teacher units devoted to qualified arts educators
* Increased number of students participating and advancing in sequential arts courses
* Increased number of art forms taught and levels taught within each art form
* Increased number of faculty trained in strategies to connect standards-based arts learning to diverse fields of study.
* Increased number of partnering organizations and teaching artists trained in strategies for effective collaborations with school personnel and standards-based curriculum.

**Enter your indicator below. Please provide a full description of what you expect to use as an indicator(s).**

**Goal 3. Advance arts education opportunities to facilitate college and career readiness.**

Soft skill development is a valuable by product of arts education that is important for success in any and every career. By embedding the arts in cross curricular learning, these skills transfer logically to all fields of study.

1. **Do you plan to address this goal in your evaluation model?**

Yes No

**3.A) If yes, what objective(s) within this goal do you plan to evaluate?**

**(Circle one or more objectives below):**

* Align arts instruction to support non-arts, college and career ready standards
* Balance instruction in the arts between creating, performing, and responding to foster the skills needed in a competitive workforce, including creativity, innovation, persistence, and the ability to take risk
* Provide opportunities for collaborations between teachers, programs, businesses, community and arts organizations to engage students in innovative, real world, multi-disciplinary learning
* Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3.B) For each of the objectives chosen above, describe what evidence will be collected to determine progress toward this goal. Evidence may be one of the sample indicators below or you may specify another form of evidence.**

**Sample indicators of success for this goal:**

* More students indicate a willingness to try multiple and unique solutions to problems
* Teachers indicate that more students possess the confidence and ability to take risk while solving problems using student developed creative processes
* Increased amount of time designated for collaborations and planning for arts learning, for both teachers and students.
* Increased number of students and teachers indicate arts learning is an integral part of the whole learning environment.
* Increased number of community and statewide business partners that support arts education
* Increased number of students participating in activities with businesses that encourage and value creativity and innovation.
* Increased number of students scoring grade level and College and Career ready in ACT testing.

**Enter your indicator below. Please provide a full description of what you expect to use as an indicator(s).**

**Goal 4. Employ the arts as a catalyst to create and maintain an engaged school and community environment**

Arts education has the power to transform schools by building a community of creators. Including the arts in a plan for school reform provides "an invitation to create an exciting, meaningful, and more beautiful school" (Steve Seidel, Director of Project Zero; Harvard Graduate School of Education). Opportunities abound for everyone to connect by participating, supporting, and celebrating student achievement with visible results that extend into the local community, enhancing economic well-being and the quality of life.

1. **Do you plan to address this goal in your evaluation model?**

Yes No

**4.A) If yes, what objective(s) within this goal do you plan to evaluate?**

**(Circle one or more objectives below):**

* Connect schools and communities by sharing with and involving parents, local businesses, community organizations, and policy makers
* Provide opportunities for community partners and schools to collaborate on the planning and implementation of comprehensive arts education programming
* Involve students in identifying and addressing community challenges and opportunities through problem solving in the arts.
* Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**4.B) For each of the objectives chosen above, describe what evidence will be collected to determine progress toward this goal. Evidence may be one of the sample indicators below or you may specify another form of evidence.**

**Sample indicators of success for this goal:**

* Increase in amount of student artwork on school walls, and productions in school facilities
* Increase number of community events that involve and showcase school arts students and their work.
* Increased number of partner arts organizations and practicing artists trained to collaborate with schools
* Increased amount of time in arts instruction provided by arts organizations and qualified practicing artists
* Increased value of goods and services provided by partners to enhance arts education programs
* Increased number of students using the arts to solve real issues in the community.
* Increased number of opportunities for students, school, families and organizations to work together to enhance the community through the arts.
* Reduce number of disciplinary actions required.
* Increase student, teacher and staff attendance.
* Increase community attendance at school events.

### Enter your indicator below. Please provide a full description of what you expect to use as an indicator(s).

**DESCRIPTION OF PROGRAM TO BE EVALUATED**

***EVALUATION PURPOSE***

**What is the most important thing you hope to learn from this evaluation?**

**What will this evaluation strive to measure?**

**How will findings from the evaluation be used to improve programming?**

***NEED***

**Describe how this specific program strives to progress toward one or more of the shared goals of the Artistic Literacy Consortium.**

**Explain how the evidence you plan to collect will help to move your efforts forward toward this goal.**

(Understanding that evidence would be used for future planning as well as showing effort toward current goals)

***CONTEXT***

**Where will this program take place? Be specific**

***TARGET POPULATION***

**Who will be the beneficiaries of this program?**

(Be specific with a description of the population, such as students, parents, teachers, artists)

**How many of each population will be directly impacted by the program?**

***STAGE OF DEVELOPMENT***

**How long has the program been in place?**

**Would you consider this program in a planning, piloting, or implementation phase?**

***STAKEHOLDERS***

**In this section, you will outline who will benefit from your efforts; who will help you accomplish your efforts; who will share your goals; who might you involve that is not yet on board, but could be.**

**Who are the stakeholders? What role has each played in the design of the program and/or the evaluation model?**

**On the website, you will be able to enter up to 10 stakeholders. If you have more than 10 stakeholders, contact Dr. Stacy Hughey Surman at** [**ssurman@ua.edu**](mailto:ssurman@ua.edu) **for instructions.**

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| Stakeholder Position/Title  (Specific Name if available) | What role has each played in the design of the program and/or the evaluation model? | What role will each play in the implementation of the program? | What role will each play in collecting, reporting, and reviewing evidence of the evaluation model? |
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**How will you involve stakeholders in future planning based on the evaluation results?**

***EVALUATION TEAM***

**In this section, you will outline the roles and the responsibilities of the Evaluation Team Members.**

**On the website, you will be able to enter up to 10 team members. If you have more than 10 team members, contact Dr. Stacy Hughey Surman at** [**ssurman@ua.edu**](mailto:ssurman@ua.edu) **for instructions.**

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| Who will implement this evaluation? (Position/Title/Name - can be Self for each role if you are the primary one responsible for evaluation) | What role will each play in collecting, reporting and/or reviewing evidence? |
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# EVALUATION DESIGN

***LOGIC MODEL***

*A program logic model is a picture of how your program works – the theory and assumptions underlying the program. ...This model provides a road map of your program, highlighting how it is expected to work, what activities need to come before others, and how desired outcomes are achieved (p. 35). W.K. Kellogg Foundation Evaluation Handbook (1998)*

Many of you have logic models already in place in your program.

If you do not or would like to update your logic model, a wonderful guide is the

W.K. Kellogg Foundation Evaluation Handbook (available Free of charge at -

[https://www.wkkf.org/resource-directory/resource/2010/w-k-kellogg-foundation-evaluation-handbook](%20https:/www.wkkf.org/resource-directory/resource/2010/w-k-kellogg-foundation-evaluation-handbook))

You may choose to answer each of the following logic model questions individually, or you may submit a copy of your logic model for your program to Dr. Stacy Hughey Surman on the Shared Evaluation Model website.

**How will you submit your logic model? (circle one of the choices below)**

I will submit an existing Logic Model file/link to Dr. Hughey Surman

I will create the Logic Model using the questions on the next page.

**Logic Model for Program being Evaluated**

**On the website, you will be able to enter up to 10 lines of information. If you have more than 10 lines when your model is complete in this worksheet, contact Dr. Stacy Hughey Surman at** [**ssurman@ua.edu**](mailto:ssurman@ua.edu) **for instructions.**

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| Planning (to be completed before and in the beginning as you work toward identifying and outlining intended outcomes) | | | | |
| Outcomes | **Resources** | **Planned Strategies** | **Indicators of Success/Value** | **Assessment** |
| What are the program’s intended outcomes (intended outcomes are short-term, intermediate, and/or long-term)? | What resources are available to support the program as it seeks these outcomes? (e.g. staff, funding, space, time, partnerships, technology, etc…) | What specific activities are planned to achieve the outcomes? | What does success/value look like? (attainment of goal, fulfillment of a requirement, student achievement, recognition by the community, etc…) | How can success/value be assessed? |
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| Follow-up (to be completed During and After as you work toward your intended outcomes) | | | | |
| Actual vs intended Outcomes | **Actual Resources** | **Actual Strategies** | **Successful /Valuable?** | **Recommendations** |
| As you work toward your intended outcomes, what are the actual outcomes | What resources were used to support the program as it sought the intended outcomes? | What specific activities took place to achieve the outcomes? | Did you have success/valuable outcomes? How do you define success/value? What evidence do you have? | What are your recommendations for the future for this outcome? |
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# DATA/EVIDENCE COLLECTION

*This section provides information on how you will collect/compile data for your evaluation. Provide information on methods by which you will collect/compile data, and how those methods are related to the evaluation goals and objectives you identified.*

### *DATA/EVIDENCE COLLECTION METHODS*

\*\*In the following questions, the word data will be used for data/evidence. Evidence may be used to replace the word data at any time.\*\*

**What data will be collected?**

**How does the data collected relate to the evaluation goals and objectives? Be specific and list each data type separately.**

**Be sure to outline a data source for each goal/objective being evaluated.**

**You may use data to measure 1 or more than 1 goal/objective.**

**On the website, you will be able to enter up to 10 data types. If you have more than 10 data types upon completion of this worksheet, contact Dr. Stacy Hughey Surman at** [**ssurman@ua.edu**](mailto:ssurman@ua.edu) **for instructions.**

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|  | What data will be collected? | What is the source of the data? From whom or from what will data be collected? | What objective(s) does this data provide evidence for? | How does the data collected relate to the overall evaluation objectives? |
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**How will the data be protected? What measures will you put in place so that data is not lost, stolen, tampered with or is used for any other than the intended purposes** (including but not limited to…publication without written permission, use of identifying names without written permission)**?**

***DATA COLLECTION MANAGEMENT***

**Based on the data identified above, outline how each will be managed.**

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| For data source: | What activities are needed to carry out the data collection successfully? | When should each of these activities be completed? (specific or general time goal) | Who is responsible for conducting each activity? (Name & Title) |
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# DATA/EVIDENCE ANALYSIS AND INTERPRETATION

*In this section provide information on what indicators and standards you will use to judge success, how you will analyze your evaluation findings, and how you will interpret and justify your conclusions.*

### *INDICATORS & STANDARDS*

**What are some measurable or observable elements that can tell you about the performance of what is being evaluated?**

**What constitutes “success”? (i.e., by what standards will you compare your evaluation findings?)**

**On the website, you will be able to enter up to 10 objectives to be analyzed. If you have more than 10 upon completion of this worksheet, contact Dr. Stacy Hughey Surman at** [**ssurman@ua.edu**](mailto:ssurman@ua.edu) **for instructions.**

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|  | Look back at the Evaluation Goals 1 – 4 and list the objectives you determined from those goals below: | Criteria/Indicators  How will you analyze each objective? | Standard(s)  What constitutes success when you analyze? |
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### *ANALYSIS*

**What method will you use to analyze your data** (e.g., *descriptive statistics* to summarize and describe the data - frequencies, means, standard deviations, etc… *inferential statistics* to reach conclusions beyond the existing numerical data – probability, correlation, tests of differences, etc…, *content analysis* to contextualize interpretations of qualitative data for the purpose of producing valid decision making - professional judgement, program objectives, established rubric, etc…)**? List and be specific for each data type. You may copy/paste a rubric or established set of criteria/indicators if available.**

# COMMUNICATION & REPORTING

***This section provides information about how information from the individual evaluation plan process and results will be used and shared.***

### *USE*

**What actions will be taken to promote evaluation finding/recommendation use?**

**How will the evaluation findings be used?**

### Who will be responsible for implementing evaluation recommendations after data is analyzed?

***COMMUNICATION***

**What are the target audiences for reporting the progress made on the evaluation and/or evaluation findings?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | What are the target audiences for reporting the progress made on the evaluation and/or evaluation findings/  recommendations? | Why will you  communicate with target audiences (e.g., update on status of evaluation, invite to meetings, share interim or final findings)? | What methods will be used to communicate with evaluation stakeholders and target audiences? (e.g., in- person meetings, emails, written reports, presentations) | How often will communication take place? |
| 1. |  |  |  |  |
| 2. |  |  |  |  |
| 3. |  |  |  |  |
| 4. |  |  |  |  |
| 5. |  |  |  |  |
| 6. |  |  |  |  |
| 7. |  |  |  |  |
| 8. |  |  |  |  |
| 9. |  |  |  |  |
| 10. |  |  |  |  |

**Thank you for completing this Shared Evaluation Model Worksheet. When you visit the** [**Shared Evaluation Model Site**](https://universityofalabama.az1.qualtrics.com/SE/?SID=SV_3V5nXb95nf9fFC5)**, you will see the exact questions listed on this worksheet.**

**Your responses on the worksheet can be copy/pasted to the website.**

### Send any questions to Dr. Stacy Hughey Surman, PhD, The University of Alabama, College of Education, and Program Evaluator for the Artistic Literacy Consortium.

### email - [ssurman@ua.edu](mailto:ssurman@ua.edu) (replies in 48 hours during Business Week).

### phone - (205) 348-7729 (Messages returned Tuesday - Thursday only).